RTI Elementary:
Reading

Professional Development Module
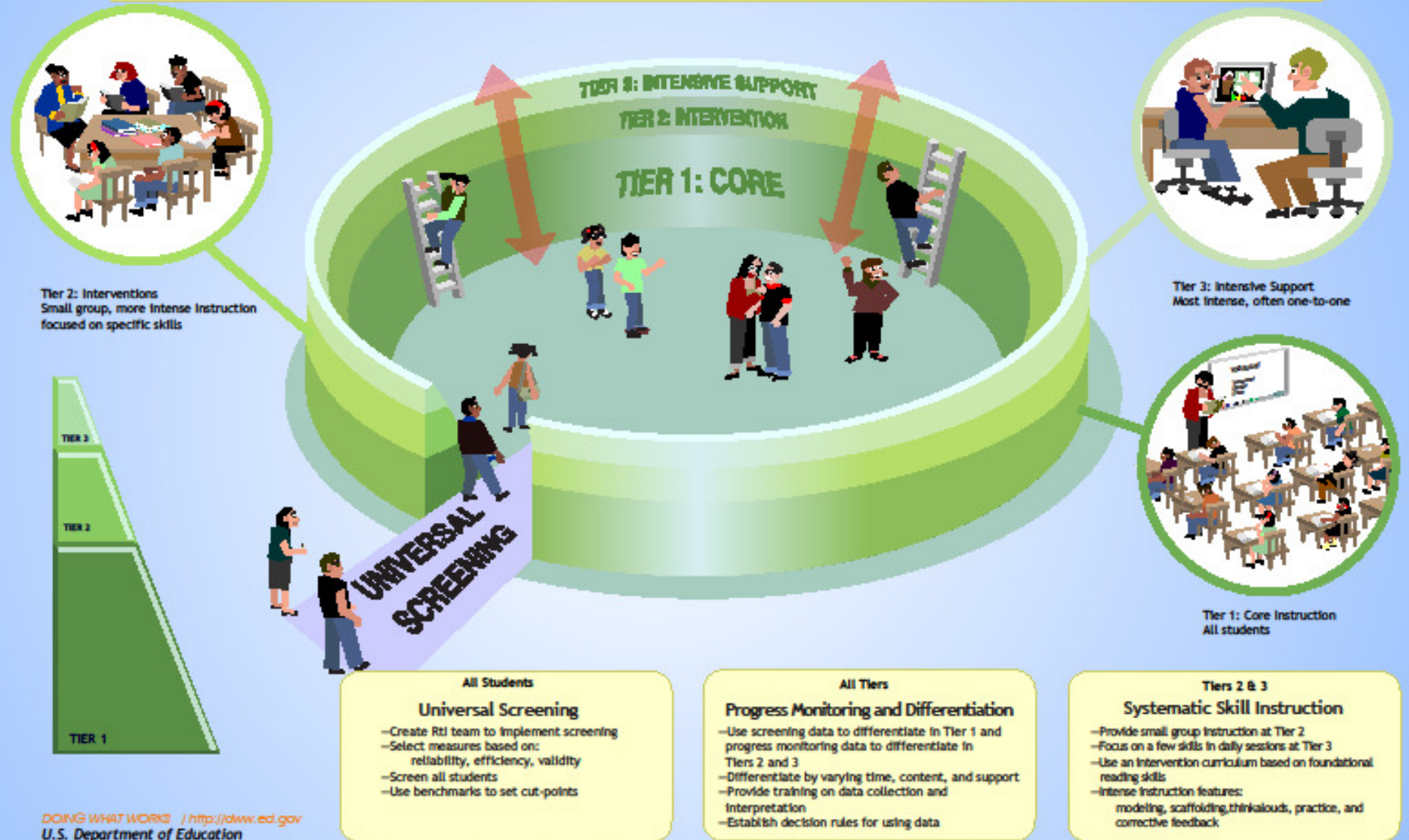
Recommended Practice #1:

Universal Screening

Recommended Practice #1:
Universal Screening for All

Response to Intervention Framework in Primary Grade Reading

Response to Intervention (RtI) is a framework for supporting students who are potentially at risk and assisting them before they fall behind. RtI is grounded in high quality core classroom instruction for all students which is then supplemented as necessary by progressively more intensive interventions for students who may struggle with reading or mathematics. Key components of RtI are periodic universal screening to determine which students may need additional instruction and ongoing progress monitoring to ascertain the effectiveness of additional instruction. The RtI framework represents a continuum and is often depicted as a triangle with three tiers of progressive intensity.

TIER 3: INTENSIVE SUPPORT

TIER 2: INTERVENTION

TIER 1: CORE

Tier 2: Interventions
Small group, more intense instruction focused on specific skills

Tier 3: Intensive Support
Most intense, often one-to-one

Tier 1: Core instruction
All students

UNIVERSAL SCREENING

TIER 3

TIER 2

TIER 1

All Students
Universal Screening
—Create RtI team to implement screening
—Select measures based on:
  reliability, efficiency, validity
—Screen all students
—Use benchmarks to set cut-points

All Tiers
Progress Monitoring and Differentiation
—Use screening data to differentiate in Tier 1 and progress monitoring data to differentiate in Tiers 2 and 3
—Differentiate by varying time, content, and support
—Provide training on data collection and interpretation
—Establish decision rules for using data

Tiers 2 & 3
Systematic Skill Instruction
—Provide small group instruction at Tier 2
—Focus on a few skills in daily sessions at Tier 3
—Use an intervention curriculum based on foundational reading skills
—Intense instruction features:
  modeling, scaffolding, thinkalouds, practice, and corrective feedback

Recommended Practices

1. Universal Screenings

2. Progress Monitoring and Differentiation Based on Data

3. Systematic Instruction

IES Practice Guides

Assisting Students Struggling With Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades

http://ies.ed.gov/ncee/wwc/publications/practiceguides/

Institute of Education Sciences (IES)
What Works Clearinghouse

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Practice Organization

- **Practice Summary**

  Gain an overview of a practice & see the issues addresses.

- **Learn What Works**

  Understand the research base behind the practi

- **See How It Works**

  Examples of schools engaged in these practices

- **Do What Works**

  Action ideas and examples of tools to improve your own practice.

Screen all students for potential reading problems in the beginning and middle of the year.

Practice Summary

Recommended Practice #1:
Universal Screening
for All Students

Multimedia Overview:

Universal Screening for All Students

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Group Activity

- In groups of 3-5

- Identify a spokesperson for the group

- Discuss at least <u>three </u>different pieces of information from the video.

- Talk about how the information in the video <u>compares to your current practice</u>

- Assist each other in filling in the blanks

Screen all students for potential reading problems in the beginning and middle of the year.

Learn What Works

Key Concepts

- Create a building-level RtI team to help implement universal screening.

- Select a set of screening measures to identify at-risk students.

- Use benchmarks and set cut-point scores in student screenings.

Recommended Practice #1:
Universal Screening

Learn What Works:

•View Expert Interview:

Screening All Students

•Donald Compton, Ph.D.

Vanderbilt University

Partner Activity

Review what you wrote on your Screening All Students Concept Map with your shoulder partner.

Building Level RtI Team

Addresses logistical issues:

– Scheduling

– Assigning staff to administer assessments

– Allocating resources

– Selecting screening materials

– Establish progress monitoring procedures

Selecting a Screening Measure

- Instruments need to be
  - efficient
  - reliable
  - valid

- Measure appropriate grade-level reading skills
  - such as phonemic awareness, letter knowledge, vocabulary, decoding, word identification, and text reading

Selecting a Screening Measure

- Using at least two screening measures can enhance the accuracy of the process

- Consider a screening measure's ability to
  - correctly identify students at risk for reading difficulties(*sensitivity*)
  - students at low risk for such difficulties (*specificity)*

Benchmarks and Cut-point Scores

- Benchmarks and set cut-point scores help identify children at low, moderate, or high risk for developing reading difficulties

- District or schools can develop its own benchmarks and cut-point scores for screening students

- National sources and instruments important during the early phases of implementation

Benchmarks and Cut-point Scores

- Setting cut-point scores allows schools to identify an initial pool of at-risk students

- No one assessment measure is perfectly reliable

- Schools should engage regular progress monitoring to track student achievement
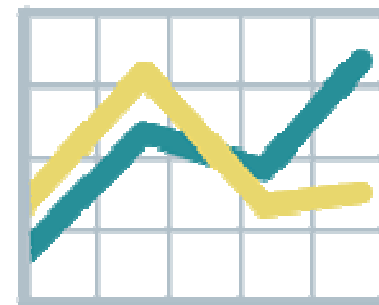
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Recommended Practice #1:
Universal Screening

Learn What Works:

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60, 30, 15 Partner Activity

Choose one of the topics from your sticky notes and discuss the topic with your shoulder partner.

- Partner 1 Speaks for 60 seconds
- Partner 2 speaks for 30 seconds
- Partner 1 sums it up in 15

Screen all students for potential reading problems in the beginning and middle of the year.

See How It Works
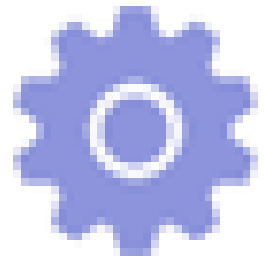
Tri-Community Elementary
Steelton, PA

Where: Steelton, Pennsylvania

Type: Suburban

District: Central Dauphin Grade

Level: K-6 Grade

Demographics:

38% Black

37% White

19% Hispanic

5% Asian

1% Other

53% Free or Reduced-Price Lunch

Recommended Practice: Universal Screening

See How It Works:

•Video Interview:

Conducting Universal Screening

•Nadine Hoover

Tri-Community Elementary

Steelton, PA

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Partner Activity

Find a partner.

Discuss this form.

Does your school have something similar in place?

How might you use it in your practice?

John Wash Elementary
Fresno, CA

Where: Fresno, California

Type: Rural

District: Sanger Unified School District Grade

Level: K-6 Grade

Demographics:

41% Hispanic
37% Asian
18% White
2% Black
1% Other
53% Free or Reduced-Price Lunch
22% ELL
4% Special Education

Recommended Practice: Universal Screening

See How It Works:

• Audio Interview:

The Power of Data

•Wes Sever

John Wash Elementary

Fresno, CA

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The Power of Data

Find a partner and discuss this article.

- How does Mr. Sever's attitude about data compare to the beliefs within your school?

- Was there anything that he shared that you connected with?

Assist each other with filling in any blanks that you were unable to fill in.

Durham Elementary
Tigard, OR

Where: Tigard, Oregon

Type: Suburban

District: Tigard-Tualatin
School District Grade

Level: K-6 Grade

Demographics:

58% White
29% Hispanic
13% Other
45% Free or Reduced-Price Lunch
15% English Language Learners

Recommended Practice:
Universal Screening

See How It Works:

• Audio Interview:

Creating a Building-Level Team

•Joyce Woods

Durham Elementary

Tigard, OR

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Building Level RtI Team

May include:

- teachers

- administrators

- reading specialists

- school psychologists

- ELL specialists

- special education staff

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The School Leadership Team Process

1. Review school-wide behavior and academic data to evaluate core program effectiveness

2. Screen and identify students needing additional academic and/or behavior support

3. Plan, implement, and modify interventions for these students, including formal referral for special education if required.

Group Activity

- Review the handout, School Leadership Team Process that describes the processes used at Durham Elementary School.

- Discuss the processes you currently use.

- Is there any part of the process Durham uses that your school may benefit from using?

Screen all students for potential reading problems in the beginning and middle of the year.

Do What Works

Action for School Principals

1. Establish and convene a building-level team to facilitate the screening process.

2. Select a set of screening measures and use cut scores to identify at-risk students.

3. Plan an in-service staff training to learn about universal screening.

1. Establish a Building-level Team

To will assist with….

- Coordinating staff and resources to conduct universal screening.

- Coordinating test administration and scheduling

- Selection of screening measures

- Determining cut scores to identify at-risk students

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1. Establish a Building-level Team

- Meet with the team and listen to the expert interview with Dr. Donald Compton.

- Reflect on the school's current level of implementation for identifying and meeting students' instructional needs.

- Provide *RtI Readiness Self-Assessment Tool for Elementary Schools* handout and use the Universal Screening Indicator section to discuss what more is needed.

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2. Select a Set of Screening Measures

- Schedule a planning session with the team

- Begin by viewing the multimedia overview sections on instrument selection, establishing benchmarks, and using cut scores.

- Watch the segment of the expert interview with Dr. Donald Compton in which he describes selecting benchmarks and setting cut-scores tailored to a school's student population.

2. Select a Set of Screening Measures

- Review the article, *Screening for Reading Problems in an RTI Framework*.

- Guide an in-depth discussion about classification accuracy and factors impacting accuracy.

- Review the *Screening Tools Chart* to guide evaluation of screening tools.

3. Plan an In-service for Staff

- Provide copies of *the RtI Reading Practice Guide* prior to the meeting and ask participants to study the recommendation on screening.

- Begin the session with a review of the recommendation and watch the multimedia overview.

- Listen to the video interview with Dr. Donald Compton explaining how universal screening is used to place students in tiered interventions.

- Provide the *How to Do It, Section 1: School-Wide Screening* article.

Action for District RtI Teams

1. Convene a meeting of building-level RtI leadership teams to assess the current level of implementation and quality of their screening programs.

2. Assist teams with planning an in-service for staff to review universal screening and reflect on their roles in and understanding of the process.

3. Provide resources that teams can use with their staff to support ongoing improvement of screening practices.

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1. Convene a Meeting of Building-level RtI Leadership Teams

Use the *Screening Implementation Self-Assessment* tool to help teams reflect on current screening practices

- assessing essential tasks
- Identifying internal resources needed
- applying standards to judge program quality.

2. Assist teams with planning an in-service for staff

- Give teams copies of the Practice Guide, *Assisting Students Struggling With Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades* pages 13-18.

- As a whole group, watch the video of a reading coach describing the components of a universal screening program.

- Lead teams in a discussion about key concepts and essential components to ensure understanding.

# 2. Assist teams with planning an in-service for staff

- Guide individual teams in using the *Learning Together About Universal Screening* tool to plan an in-service.
  - tailored to staff needs
  - focused on refining existing screening implementation.
- Make recommendations that they utilize the Practice Guide and reading coach video and, specific sections of the multimedia overview.
- Work individually with each team to review draft plans and offer to follow up on-site.

3. Provide Resources that Teams Can Use

- Provide copies of the *Screening and Intervention Record Forms* and *School-wide Screening: Guidelines, Resources, Example*.

- Demonstrate how they can use these materials with staff to ensure fidelity of screening implementation.

- Provide time for teams to discuss how they can best use these materials with individual staff members or in staff training.

- Provide opportunity to practice using the materials.

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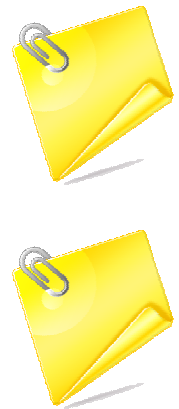
Research Evidence

- Universal Screening incorporates research evidence from one Practice Guide recommendation:
  - Screen all students for potential reading problems at the beginning of the year and again in the middle of the year (Recommendation 1).
- This recommendation is based on a series of high-quality correlational studies with replicated findings that show the ability of measures of reading proficiency administered in grades 1 and 2 to predict students' reading performance in subsequent years.
- The panel's research review addressed the issue of sensitivity and specificity of screening measures.
- Although the panel did not recommend which specific measures a school should adopt, it did note that students should be screened with measures similar to those in the reviewed studies.
- The Practice Guide provides a chart highlighting the focus, purpose, and limitations of commonly-used screening measures for grades K through 2.

Key Research

- Compton, D. L., Fuchs, D., Fuchs, L. S., & Bryant, J. D. (2006). Selecting at-risk readers in first grade for early intervention: A two-year longitudinal study of decision rules and procedures.*Journal of Educational Psychology,* 98(2), 394-409.

- Fuchs, L. S., Fuchs, D., & Compton, D. L. (2004). Monitoring early reading development in first grade: Word identification fluency versus nonsense word fluency. *Exceptional Children,* 71(1), 7-21.

- McCardle, P., Scarborough, H. S., & Catts, H. W. (2001). Predicting, explaining, and preventing children's reading difficulties. *Learning Disabilities: Research & Practice,* 16(4), 230-239.

- O'Connor, R. E., & Jenkins, J. R. (1999). The prediction of reading disabilities in kindergarten and first grade. *Scientific Studies of Reading,* 3(2), 159-197.

- Speece, D., Mills, C., Ritchey, K., & Hillman, E. (2003). Initial evidence that letter fluency tasks are valid indicators of early reading skill. *Journal of Special Education,* 36(4), 223-233.